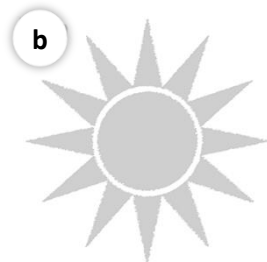


Placement test

Name _____ No. _____ Class _____ Date _____

A. What do you say? Match the pictures to the sentences.



1. Good night

☐

2. Good evening

☐

3. Good morning

☐

4. Good afternoon

☐

B. Match the columns.

- | | | |
|---------------------------|---|------------------------------------|
| 1. My name is | • | • a. football. |
| 2. Hello! I am fine, | • | • b. Simon Wilson. |
| 3. My favourite colour is | • | • c. blue. |
| 4. I like | • | • d. on 15 th November. |
| 5. My birthday is | • | • e. shining. |
| 6. The sun is | • | • f. thanks. |

C. Circle the correct option.



1. The rabbit is **on** / **behind** the tree.



2. The dog is **under** / **on** the table.



3. The cat is **next to** / **in** the box.



4. The squirrel is **on** / **in** the chair.

D. True (T) or False (F)?



1. The dog is black.

☐ T ☐ F



2. She has got long hair.

☐ T ☐ F



3. This is an apple.

☐ T ☐ F



4. I have got a hat.

☐ T ☐ F



5. This is a chicken.

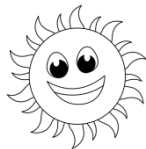
☐ T ☐ F

E. Find the name in the box.

bike sun shoes flower ice cream dress eyes pen



1. _____



2. _____



3. _____



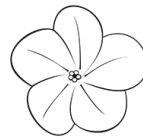
4. _____



5. _____



6. _____



7. _____



8. _____

F. Write the words in the correct order.

1. Baker / name / His / is / John / . _____

2. is / years / John / ten / old / . _____

3. got / He / a / dog / has / . _____

4. playing / He / football / is / . _____

Unit 1 Listening Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A. Part 1. Listen and choose the correct option. CD 3 Track 15

1. This is class

a. 5A.

☐

b. 5B.

☐

c. 5C.

☐

2. His name

a. Alice.

☐

b. Olivia.

☐

c. Oliver.

☐

3. His surname is

a. Gordon.

☐

b. Grant.

☐

c. Brown.

☐

4. He is

a. English.

☐

b. Spanish.

☐

c. American.

☐

5. His birthday is on

a. 4th July.

☐

b. 31st October.

☐

c. 1st January.

☐

B. Part 1. Listen again and match the columns. CD 3 Track 15

1. The teacher's name is •

• a. new student.

2. He is the •

• b. 11 years old.

3. He is from •

• c. Alice Grant.

4. He is •

• d. New York.

C. Part 2. Listen and complete the dialogue. CD 3 Track 16

At the Library

Teacher: What's (1) _____ (2) _____?

Tessa: Tessa, Tessa Wilson.

Teacher: What's your (3) _____?

Tessa: It's Park Avenue, (4) _____.

Teacher: And (5) _____ your (6) _____ number?

Tessa: It's (7) _____.

Unit 1 Progress Test

Personal ID / Personal pronouns / Verb to be / Possessive determiners

A

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My favourite singer

Hi! I'm Cindy Hudson and I am a student. I am 10 years old and I love music. My favourite singer is Shawn Mendes. He is Canadian. He is from Toronto. His mother is English and his father is Portuguese. His birthday is on 8th August and his official email address is info@shawnmendesofficial.com. His concert is next Saturday here in London. I'm so excited about it!



B. True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Her full name is Cindy Mendes. | ☐ | ☐ |
| 2. Shawn is her favourite singer. | ☐ | ☐ |
| 3. Shawn is from London. | ☐ | ☐ |
| 4. He is Portuguese. | ☐ | ☐ |
| 5. Cindy is excited about the concert in London. | ☐ | ☐ |

C. Answer the questions.

1. What is her name?

2. How old is she?

3. Is Shawn Mendes her favourite singer?

4. Is Shawn's mother Portuguese?

5. When is the concert in London?

II – Vocabulary

A. Write the numbers in full.

8 _____	69 _____
15 _____	71 _____
33 _____	87 _____
42 _____	96 _____
57 _____	100 _____

B. Write the words in the box in the correct column.

Chinese May Ireland Thursday Scottish Brazil October Germany
Friday August Greek Wednesday March France Russian

1. Months	2. Days of the week	3. Nationalities	4. Countries
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III – Grammar

A. Complete with personal pronouns.

1. **Derek** is Australian. _____ is 10 years old.
2. **Gary and I** are friends. _____ are in class 5A.
3. **Mrs Gordon** is very nice. _____ is the maths teacher.
4. This is **a dog**. _____ is black and white.
5. **David and Sophie** are the new students. _____ are French.

B. Complete with the verb to be.

1. Where _____ you from? We _____ from Madrid.
2. I _____ (**not**) a student. I _____ a teacher.
3. What nationality _____ she? She _____ Italian.
4. How old _____ they? They _____ 9 years old.
5. _____ they Canadian? No, they _____.

C. Complete with possessive determiners.

1. Jasmine and I are sisters. _____ surname is Foster.
2. This is my brother. _____ name is Jake.
3. The kids have got a cat. _____ name is Peanut.
4. The girls are Japanese. _____ names are Aiko and Fuji.
5. You are 11 years old. _____ birthday is in July.

IV – Writing

A. Write about Mateo Gibson.

Library Member Card	
Name: Mateo	
Surname: Gibson	
Nationality: English	
Age: 11	
Birthday: 23 rd November	
Address: 25, Beaumont St, Oxford	
Phone number: 1865 879 146	

Unit 1 Progress Test

Personal ID / Personal pronouns / Verb to be / Possessive determiners

B

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My favourite singer

Hi! I'm Cindy Hudson and I am a student. I am 10 years old and I love music. My favourite singer is Shawn Mendes. He is Canadian. He is from Toronto. His mother is English and his father is Portuguese. His birthday is on 8th August and his
5 official email address is info@shawnmendesofficial.com. His concert is next Saturday here in London. I'm so excited about it!



B. Complete the ID card.

Singer's ID Card	
Name: _____	
Surname: _____	
Nationality: _____	
Email: _____	
Birthday: _____	

C. Match the columns. Two do not apply.

- | | | |
|-------------------------|---|-------------------------|
| 1. Her name is | • | • a. is Shawn Mendes. |
| 2. She is | • | • b. is Portuguese. |
| 3. Her favourite singer | • | • c. 11 years old. |
| 4. Shawn's father | • | • d. about the concert. |
| 5. Cindy is excited | • | • e. English. |
| | | • f. Cindy. |
| | | • g. 10 years old. |

II – Vocabulary

A. Write the numbers.

eight	_____	sixty-nine	_____
fifteen	_____	seventy-one	_____
thirty-three	_____	eighty-seven	_____
forty-two	_____	ninety-six	_____
fifty-seven	_____	a hundred	_____

B. Write the words in the box in the correct column.

Chinese May Ireland Thursday Scottish Brazil October Germany
Friday August Greek Wednesday March France Russian

1. Months	2. Days of the week	3. Nationalities	4. Countries
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III – Grammar

A. Complete with the personal pronouns in the box.

she they he it we

1. **Derek** is Australian. _____ is 10 years old.
2. **Gary and I** are friends. _____ are in class 5A.
3. **Mrs Gordon** is very nice. _____ is the maths teacher.
4. This is a **dog**. _____ is black and white.
5. **David and Sophie** are the new students. _____ are French.

B. Circle the correct form of the verb to be.

1. Where **are / is** you from? We **am / are** from Madrid.
2. I **am / is** not a student. I **is / am** a teacher.
3. What nationality **are / is** they? They **is / are** Italian.
4. How old **is / am** she? She **is / am** 9 years old.
5. **Are / Am** they Canadian? No, they **aren't / isn't**.

C. Complete with the possessive determiners in the box.

their your our his its

1. Jasmine and I are sisters. _____ surname is Foster.
2. This is my brother. _____ name is Jake.
3. The kids have got a cat. _____ name is Peanut.
4. The girls are Japanese. _____ names are Aiko and Fuji.
5. You are 11 years old. _____ birthday is in July.

IV – Writing

A. Complete the text about Mateo Gibson.

Library Member Card

Name: Mateo

Surname: Gibson

Nationality: English

Age: 11

Birthday: 23rd November

Address: 25, Beaumont St, Oxford

Phone number: 1865 879 146



His name is (1) _____ and his (2) _____ Gibson.

He is (3) _____.

He (4) _____ 11 years old and his birthday (5) _____.

His address is (6) _____
_____ and (7) _____
is 1865 879 146.

Unit 1 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer-se a si e ao outro Identificar-se a si e ao outro	A. Escolha múltipla B. Associação C. Completamento de espaços	5 x 6 = 30	Certo / Errado Certo / Errado Certo / Errado
			4 x 7 = 28 7 x 6 = 42 Total: 100	

Unit 1 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade Identificar-se a si e ao outro	I B. Verdadeiro / Falso (sem referência e correção das afirmações falsas) C. Resposta curta	5 x 2 = 10 5 x 3 = 15	Certo / Errado Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (identificar-se a si e ao outro)		II A. Completamento de espaços B. Preenchimento de uma tabela	10 x 1 = 10 15 x 1 = 15	Certo / Errado Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to be; personal pronouns; possessive determiners</i>)		III A. Completamento de espaços B. Completamento de espaços C. Completamento de espaços	5 x 2 = 10 10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (escrever frases a partir de informação dada)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

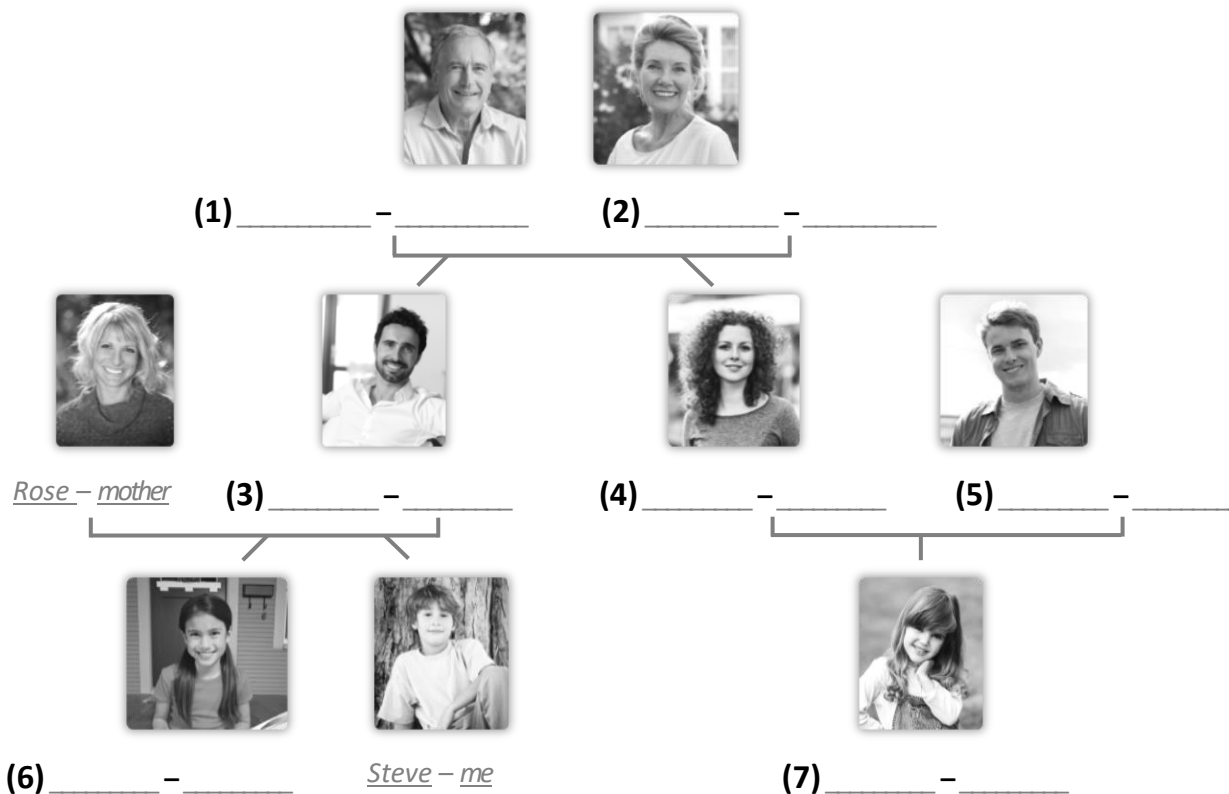
Unit 1 – Progress Test B

Instrumento de Avaliação – Leitura , léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade	I B. Recolha de informação C. Associação	5 x 2 = 10 5 x 3 = 15	Certo / Errado Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (identificar-se a si e ao outro)	Identificar-se a si e ao outro	II A. Completamento de espaços B. Preenchimento de uma tabela	10 x 1 = 10 15 x 1 = 15	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to be; personal pronouns; possessive determiners</i>)		III A. Completamento de espaços B. Seleção de alternativa C. Completamento de espaços	5 x 2 = 10 10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (escrever frases a partir de informação dada)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 2 Listening Test

Name _____ No. _____ Class _____
 Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Steve. Fill in the family tree. Follow the example. CD 3 Track 17



B. Part 2. Listen to Jenny and fill in the blanks. CD 3 Track 18

Meet my family. My (1) _____, Mark Parker, has got short (2) _____ and a (3) _____ face. He's an (4) _____. My mum has got long (5) _____ hair and green eyes. She has got new clothes: a yellow (6) _____ and a brown (7) _____. She is a (8) _____ at a hotel. I have got (9) _____ brown hair and an oval face. I am happy because I have got a new (10) _____.

C. Part 3. Listen to Meg and Zack. Tick (✓) the correct answer. CD 3 Track 19

1. Meg likes

a. skirts and tops. ☐ b. dresses and tops. ☐ c. shorts and skirts. ☐

2. Zack's favourite accessories are

a. belts and watches. ☐ b. scarves and caps. ☐ c. scarves and gloves. ☐

Unit 2 What are they like?

Family / Jobs / Physical appearance and personality

To have got / Possessive case / Possessive pronouns

A

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

This is my family

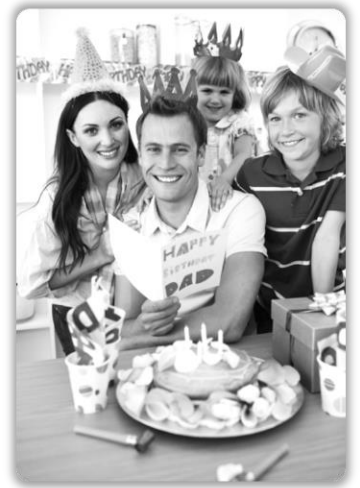
My name is Paul and this is a picture of my family. Look at it! It's my father's birthday.

John is my father and Carol is my mother. My father is tall and thin. He has got short straight hair. He is a vet. He has got new clothes: trousers, two T-shirts and a sweater.

My mum is very nice. She has got long straight hair. Her eyes are blue. She's a taxi driver.

My parents have got two children, my sister Lily and I. I've got blonde hair and blue eyes. My sister Lily is five years old. She's beautiful and very funny. We have got two pets: a dog, Toby, and a cat, Kitty.

My grandparents are friendly. They have got a daughter. She is my aunt Laura.



B. Match the two columns to make true sentences.

- | | | | |
|------------------------------|---|---|--------------------------|
| 1. John and Carol are | • | • | a. a taxi driver. |
| 2. Paul's father has got new | • | • | b. clothes. |
| 3. Carol is | • | • | c. Paul's parents. |
| 4. Paul's parents have got | • | • | d. a son and a daughter. |

C. Complete the sentences.

1. John and Carol have got two _____: Paul and Lily.
2. John's new clothes are: _____, _____ and _____.
3. Lily _____ sister.
4. Paul's grandparents are _____.

D. Answer the questions.

1. What is John's job? _____
2. What's Paul's mum like? _____
3. How old is Lily? _____
4. What are the family pets? _____

II – Vocabulary

A. Complete.

1. My father's parents are my _____.
2. My mother's mother is my _____.
3. My uncle's wife is my _____.
4. My uncle's son is my _____.

B. Complete the words.



1. l ____ g st _____ hair



2. s _____ w _____ hair

C. What are their jobs? Label the pictures.



1. _____



2. _____



3. _____

III – Grammar

A. Write questions for the underlined words.

1. _____?

Yes, she has. Carol has got a brother.

2. _____?

Lily has got blonde hair and blue eyes.

3. _____?

This is Paul's anorak.

B. Fill in the blanks with the correct form of the verb to have got.

1. Lily _____ (**not**) new trainers. She _____ new shoes.

2. _____ Paul and Lily _____ two pets? Yes, they _____.

3. Paul and his mum _____ blue eyes but they _____ (**not**) curly hair.

4. _____ Lily _____ a sister? No, she _____.

C. Use the possessive case 's or '.

1. John _____ new trousers are brown.
2. **Paul:** My grandparents _____ dog is white.
3. Paul is Charles _____ best friend.

D. Fill in the blanks with the correct possessive pronoun.

1. **Paul:** Lily, is this cap _____?
Lily: No, it isn't _____. It's Roger's. It's _____.
2. **John:** This is our house. It's _____.
3. This is my sister's skirt. It's _____.
4. John's children have got new mobile phones. They are _____.

IV – Writing

Describe a member of your family.

Name / age	----->	My _____ _____ _____
Physical appearance: – tall, short... / fat, thin... – short, long... / straight, wavy... / brown... hair – blue, brown... eyes	-----> -----> -----> ----->	_____ _____ _____ _____ _____ _____
Personality: friendly, nice, lazy, active, calm, hard-working...	----->	_____ _____ _____

Unit 2 Progress Test

Family / Jobs / Physical appearance and personality

To have got / Possessive case / Possessive pronouns

B

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

This is my family

My name is Paul and this is a picture of my family. Look at it! It's my father's birthday.

John is my father and Carol is my mother. My father is tall and thin. He has got short straight hair. He is a vet. He has got new clothes: trousers, two T-shirts and a sweater.

My mum is very nice. She has got long straight hair. Her eyes are blue. She's a taxi driver.

My parents have got two children, my sister Lily and I. I've got blonde hair and blue eyes. My sister Lily is five years old. She's beautiful and very funny. We have got two pets: a dog, Toby, and a cat, Kitty.

My grandparents are friendly. They have got a daughter. She is my aunt Laura.



B. Match the two columns to make true sentences.

- | | | |
|------------------------------|---|----------------------------------|
| 1. Paul's father is tall and | • | • a. a taxi driver. |
| 2. He has got new trousers | • | • b. two T-shirts and a sweater. |
| 3. Paul's mum is | • | • c. two children. |
| 4. Paul's parents have got | • | • d. thin. |

C. True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. John and Carol are Paul's father and mother. | ☐ | ☐ |
| 2. Paul's father has got a new skirt. | ☐ | ☐ |
| 3. Paul's parents have got two daughters. | ☐ | ☐ |

D. Answer the questions.

1. What is John's job? He is a _____.
2. What's Paul's mum like? She is nice and she has got _____.
3. How old is Lily? _____ years old.

II – Vocabulary

A. Complete with *grandmother, aunt, cousin* and *grandparents*.

1. My father's parents are my _____.
2. My mother's mother is my _____.
3. My uncle's wife is my _____.
4. My uncle's son is my _____.

B. Complete. Choose from the box.

wavy straight short long



1. _____ hair



2. _____ hair

C. What are their jobs? Label the pictures.



1. F



2. M



3. P

III – Grammar

A. Write questions for the underlined words. Use the words in brackets to help you.

1. _____ ? (Have got / Carol / brother)

Yes, she has. Carol has got a brother.

2. _____ ? (What / Lily / like)

Lily has got blonde hair and blue eyes.

3. _____ ? (Whose / anorak)

This is Paul's anorak.

B. Fill in the blanks with *have got, has got, haven't got* or *hasn't got*.

1. Lily _____ (not) new trainers. She _____ new shoes.
2. _____ Paul and Lily _____ two pets?
3. Paul and his mum _____ blue eyes but they _____ (not) curly hair.
4. _____ Lily _____ a sister?
5. John _____ new clothes but Carol _____ new shoes.

C. Use the possessive case 's or '.

1. John ____ new trousers are brown.
2. **Paul:** My grandparents ____ dog is white.
3. Charles ____ best friend is Paul.

D. Fill in the blanks with the correct possessive pronoun. Choose from the box.

his hers ours theirs mine yours

1. **Paul:** Lily, is this cap _____?
Lily: No, it isn't _____. It's Roger's. It's _____
2. **John:** This is our house. It's _____.
3. This is my sister's pullover. It's _____.
4. John's children have got new mobile phones. They are _____.

IV – Writing

Describe a member of your family.

Name / age	----->	My _____ My _____ name is _____. He/she _____ years old.
Physical appearance: – tall, short... / fat, thin... – short, long... / straight, wavy... / brown... hair – blue, brown... eyes	-----> -----> ----->	He/she is _____ and _____ He/she has got _____ hair. He/she has got _____ eyes.
Personality: friendly, nice, lazy, active, calm, hard-working...	----->	He/she is _____ _____ _____

Unit 2 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: laços de parentesco, profissões, características elementares de personalidade e físicas e peças de vestuário	A. Preenchimento de diagrama B. Preenchimento de espaços C. Seleção de informação	7 x 4 = 28	Certo / Errado
			10 x 6 = 60	
			2 x 6 = 12	Certo / Errado
			Total: 100	

Unit 2 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco; profissões; características elementares, de personalidade e físicas	I		
		B. Associação	4 x 3 = 12	Certo / Errado
		C. Completamento de espaços	4 x 3 = 12	Certo / Errado
		D. Respostas a perguntas sobre o texto	4 x 3 = 12	Certo/Parcialmente certo /Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural		II		
		A. Completamento de frases	4 x 2 = 8	Certo / Errado
		B. Preenchimento de espaços	2 x 1 = 2	Certo / Errado
		C. Legendagem de imagens	3 x 1 = 3	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to have got; possessive case; possessive pronouns</i>)		III		
		A. Completamento de frases	3 x 2 = 6	Certo / Errado
		B. Preenchimento de espaços	8 x 2 = 16	Certo / Errado
		C. Preenchimento de espaços	3 x 1 = 3	Certo / Errado
		D. Preenchimento de espaços	6 x 1 = 6	Certo / Errado
• Produzir um texto simples		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 2 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco; profissões; características elementares, de personalidade e físicas	I B. Associação C. Verdadeiro / Falso D. Completamento de espaços	4 x 3 = 12 3 x 3 = 9 3 x 5 = 15	Certo / Errado Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (<i>Identificar laços de parentesco; profissões; características elementares, de personalidade e físicas; peças de vestuário</i>)		II A. Completamento de frases B. Preenchimento de espaços C. Legendagem de imagens	4 x 2 = 8 2 x 1 = 2 3 x 1 = 3	Certo / Errado Certo / Errado Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to have got; possessive case; possessive pronouns</i>)		III A. Completamento de frases B. Preenchimento de espaços C. Preenchimento de espaços D. Preenchimento de espaços	3 x 2 = 6 8 x 2 = 16 3 x 1 = 3 6 x 1 = 6	Certo / Errado Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 3 Listening Test

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Logan and tick (✓) the correct answer. CD 3 Track 20

1. Logan's garage is

- a. next to the garden. ☐ b. behind the house. ☐ c. next to the house. ☐

2. Logan's favourite room is

- a. the kitchen. ☐ b. the study. ☐ c. the living room. ☐

3. His favourite room is

- a. upstairs. ☐ b. next to the kitchen. ☐ c. next to the bathroom. ☐

4. The sofa is

- a. brown. ☐ b. black. ☐ c. white. ☐

5. The TV is on

- a. the desk. ☐ b. a table. ☐ c. the bookcase. ☐

B. Part 2. Listen to Emily. Are the sentences True (T) or False (F)? CD 3 Track 21

- | | T | F |
|---|--------------------------|--------------------------|
| 1. There are two floors in Emily's house. | ☐ | ☐ |
| 2. There is a dining room downstairs. | ☐ | ☐ |
| 3. The kitchen is small. | ☐ | ☐ |
| 4. There is a garden. | ☐ | ☐ |
| 5. The study is on the first floor. | ☐ | ☐ |

Unit 3 Progress Test

House and furniture / There to be / Prepositions of place and movement / Present Continuous

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Our house

We're the Robson family. We're from Sydney in Australia. I'm Thomas and my wife is Susan. We've got two daughters.

We've got a house with a small garden.

- 5 Upstairs there is our bedroom, a bathroom and one bedroom for the girls. Downstairs there is a kitchen, a living room and a toilet. We have lunch and dinner in the kitchen because there isn't a dining room in our house. Behind the
- 10 house there is the garden with two trees. We're very happy with our garden. The garage is next to the house.



My wife is in the garden and she is reading a book. Our dog, Lucky, is playing with a ball in the garden. I'm in the kitchen with the girls. We're cooking lunch and a chocolate cake. Today is Susan's birthday.

B. True (T) or False (F)? Correct the false sentences.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Thomas Robson and his family are English. | ☐ | ☐ |
| _____ | | |
| 2. Their house has got one floor. | ☐ | ☐ |
| _____ | | |
| 3. There are two bedrooms for the girls. | ☐ | ☐ |
| _____ | | |
| 4. They have got a pet. | ☐ | ☐ |
| _____ | | |
| 5. Susan isn't cooking at the moment. | ☐ | ☐ |
| _____ | | |

C. Answer the questions about the text.

1. Where is Mr and Mrs Robson's house?

2. How many floors are there?

3. Where is the bathroom?

4. Is there a garage?

5. Are the girls in the garden?

6. What is Mr Robson doing?

II – Vocabulary

A. Write the name of the object under the picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

III – Grammar

A. Ask the questions.

1. _____ ?

Yes, there is. There is a small garden.

2. _____ ?

There are two bedrooms in my house.

3. _____ ?

My mother is reading a book.

4. _____ ?

She is in the garden.

B. Look at the picture. Complete the sentences with the correct prepositions.



1. The bookcase is _____ the sofa.
2. The window is _____ the door.
3. The TV is _____ the door and the bookcase.
4. The pot plant is _____ the door.
5. There is a lamp _____ the coffee table.

C. Complete the sentences with the Present Continuous of the verbs in brackets.

1. _____ Susan _____ her husband in the kitchen? (**help**)
No, she _____. She _____ a book. (**read**)
2. Susan _____ because it's her birthday. (**not cook**)
3. Thomas and his children _____ the dishes at the moment. (**not do**)
They _____ the birthday party. (**prepare**)
4. Lucky, the dog, _____ with a ball in the garden. (**play**) He _____ a lot of noise. (**make**)

IV – Writing

Look at the picture. Describe the room and write what the people are doing.



Unit 3 Progress Test

House and furniture / There to be / Prepositions of place and movement / Present Continuous

B

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Our house

We're the Robson family. We're from Sydney in Australia. I'm Thomas and my wife is Susan. We've got two daughters.

- We've got a house with a small garden.
- 5 Upstairs there is our bedroom, a bathroom and one bedroom for the girls. Downstairs there is a kitchen, a living room and a toilet. We have lunch and dinner in the kitchen because there isn't a dining room in our house. Behind the
- 10 house there is the garden with two trees. We're very happy with our garden. The garage is next to the house.



My wife is in the garden and she is reading a book. Our dog, Lucky, is playing with a ball in the garden. I'm in the kitchen with the girls. We're cooking lunch and a chocolate cake. Today is Susan's birthday.

B. Complete the table.

	Family
1. surname	
2. country	
3. name of the pet	

	House
4. number of floors	
5. number of bedrooms	

C. Match the columns. There is one extra option.

- | | | | |
|------------------------------|---|---|-------------------------|
| 1. Thomas and Susan have got | • | • | a. small garden. |
| 2. There is a | • | • | b. trees in the garden. |
| 3. The bathroom is | • | • | c. in the kitchen. |
| 4. There are two | • | • | d. on the first floor. |
| 5. Susan isn't | • | • | e. two children. |
| 6. Thomas's daughters are | • | • | f. a dining room. |
| | | • | g. sleeping. |

II – Vocabulary

A. Write the correct name under the picture.

bedside table

armchair

dishwasher

wardrobe

washbasin

bath

fridge



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

III – Grammar

A. Ask the questions.

1. _____ ? (There to be / a / small garden)

Yes, there is. There is a small garden.

2. _____ ? (How many / bedrooms / there to be)

There are two bedrooms in my house.

3. _____ ? (What / your mother / do)

My mother is cooking lunch.

4. _____ ? (Where / your mother / be)

She is in the kitchen.

B. Look at the picture. Complete the sentences with the words in the box.

on

behind

next to

between

opposite



1. The bookcase is _____ the sofa.

2. The window is _____ the door.

3. The TV is _____ the door and the bookcase.

4. The pot plant is _____ the door.

5. There is a lamp _____ the coffee table.

C. Complete the sentences with the Present Continuous of the verbs in brackets.

1. Thomas _____ the dishes at the moment. **(do)**
2. _____ you _____ TV now? **(watch)**
No, I _____. I _____ a book. **(read)**
3. The girls _____ in the garden. **(not play)**
4. They _____ their father in the kitchen. **(help)**
5. She _____ her bed now. **(make)**

Remember this!
am, is, are +
verb + -ing

IV – Writing

Look at the picture. Describe the room and write what the people are doing. Use the words in the box.

bed bedside table bookshelf wardrobe lamp rug armchair
reading talking laughing



Unit 3 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	A. Escolha múltipla B. Verdadeiro / falso	5 x 10 = 50	Certo / Errado Certo / Errado
			5 x 10 = 50 Total: 100	

Unit 3 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	I B. Verdadeiro / falso com correção das afirmações falsas	Afirmações verdadeiras e sem referência: 2 x 1 = 2 (B. 4; B. 5) Afirmações falsas 3 x 2 = 6 (B. 1; B. 2; B. 3)	Certo / Errado
		C. Respostas a perguntas sobre o texto	6 x 4 = 24	Certo / Parcialmente Certo / Errado (Conteúdo certo: 4 pontos Conteúdo parcialmente certo: 1 a 3 Conteúdo errado: 0)
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (divisões da casa e mobiliário)		II Legendagem de imagens	7 x 2 = 14	Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>there to be; prepositions of place and movement; Present Continuous</i>)		III A. Completamento de frases B. Completamento de frases C. Completamento de frases	4 x 2 = 8 5 x 2 = 10 8 x 2 = 16	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever uma imagem)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 3 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	I B. Preenchimento de tabela	5 x 2 = 10	Certo / Errado
		C. Associação	6 x 4 = 24	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (divisões da casa e mobiliário)		II Legendagem de imagens	7 x 2 = 14	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua em as áreas temáticas previstas no Domínio Intercultural (<i>there to be; prepositions of place and movement; Present Continuous</i>)		III A. Completamento de frases B. Completamento de frases C. Completamento de frases	4 x 2 = 8 5 x 2 = 10 7 x 2 = 14	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (descrever uma imagem)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 4 Listening Test

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

A. Listen to Megan and tick (✓) the food she likes and cross (X) the food she doesn't like.  CD 3 Track 22



1. melon



2. water



3. roast chicken



4. pasta with tomato



5. peaches



6. fish and chips



7. orange juice



8. sausages



9. strawberry pudding



10. sandwiches

B. Listen and circle the correct word.  CD 3 Track 22

1. Megan has lunch **in the school canteen / at home** every day.

2. She **doesn't like / likes** sandwiches.

3. Her favourite food is **pasta / pizza** with tomato.

4. She likes bananas and **peaches / melon**.

5. She sometimes has **fruit / pudding** for dessert.



C. Listen and complete.  CD 3 Track 22

1. Megan doesn't like fish and chips and _____.

2. She likes roast _____.

3. She likes water and _____ juice but she _____ orange juice.

4. She usually has fruit _____.

Unit 4 Progress Test

Food and drinks / Verb to like / Some and any

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My lunch box

My name is Jane Taylor and I'm 10 years old.
I like my school very much and I'm in year 5.

I take my lunch to school every day. In my lunch
box I have sandwiches, fruit and vegetables (for
example, carrot sticks – I love them!). I like cheese
and ham sandwiches very much. They are delicious!
I don't like fish and I don't like tuna sandwiches.
Apples and grapes are my favourite fruit. I don't like
strawberries. I usually have water, but I like orange
juice too. I don't like lemonade.

For dessert I have some biscuits or a chocolate bar.
Today there aren't any biscuits in my lunch box but
there is a chocolate muffin. It's yummy!



B. True (T) or False (F)? Correct the false sentences.

1. Jane takes her lunch to school in a bag.

T	F
☐	☐

2. There are sandwiches in her lunch box.

☐	☐
--------------------------	--------------------------

3. Tuna sandwiches are delicious.

☐	☐
--------------------------	--------------------------

4. She doesn't like strawberries.

☐	☐
--------------------------	--------------------------

5. There's a chocolate bar in her lunch box.

☐	☐
--------------------------	--------------------------

C. Answer these questions.

1. What vegetables does Jane like a lot?

2. Does she like tuna sandwiches?

3. What is Jane's favourite fruit?

4. Does she like orange juice?

5. Are there any biscuits in her lunch box today?



II – Vocabulary

A. Label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

III – Grammar

A. Complete with the verb to like.

1. I _____ vegetables but I _____ **(not)** peas.

2. Jane's brother _____ ham sandwiches but he _____ **(not)** fish.

3. What food _____ you _____ for breakfast? We _____ cereal and yoghurt. We _____ **(not)** apple juice.

4. My parents _____ **(not)** pizza very much but they _____ pasta a lot.

5. _____ Sarah _____ soup? No, she _____.

B. Write sentences with the verb to like (✓ affirmative; ✗ negative; ? interrogative).

1. Jessie / cauliflower ✗ _____
2. Robert / hot chocolate ✓ _____
3. your sisters / like / pancakes / ? _____
4. Kids / not like / fish / very much ✗ _____
5. Melinda / like / cupcakes / ? _____

C. Complete with *some* or *any*.

1. There are _____ bananas on the shelf.
2. There aren't _____ strawberries.
3. Are there _____ apples? Yes, there are.
4. There is _____ cheese but there isn't _____ coffee.

IV – Writing

A. This is Lydia, Jane's sister. Write about the food and drinks Lydia likes and doesn't like.

	😊	😞
For breakfast	cereal / fruit / apple juice	coffee / bacon
For lunch	chicken / rice	hamburger
	To drink: water	coke (yucky!)
	For dessert: pears / bananas	cupcakes
For dinner	grilled fish / vegetables	pizza
	To drink: orange juice	lemonade
	For dessert: ice cream (yummy)	melon

[illegible]

Unit 4 Progress Test

Food and drinks / Verb to like / Some and any

B

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My lunch box

My name is Jane Taylor and I'm 10 years old.
I like my school very much and I'm in year 5.

I take my lunch to school every day. In my lunch box I have sandwiches, fruit and vegetables (for example, carrot sticks – I love them!). I like cheese and ham sandwiches very much. They are delicious! I don't like fish and I don't like tuna sandwiches. Apples and grapes are my favourite fruit. I don't like strawberries. I usually have water, but I like orange juice too. I don't like lemonade.

For dessert I have some biscuits or a chocolate bar. Today there aren't any biscuits in my lunch box but there is a chocolate muffin. It's yummy!



B. Complete the table.

1. name	
2. surname	
3. age	
4. year at school	
5. sandwiches she likes	

6. fruit she likes	
7. fruit she doesn't like	
8. drinks she likes	
9. drinks she doesn't like	
10. dessert for today	

C. True (T) or False (F)?

- Jane takes her lunch to school in a bag.
- There are sandwiches in her lunch box.
- Tuna sandwiches are delicious.
- She doesn't like strawberries.
- There's a chocolate bar in her lunch box.

T

☐☐☐☐☐

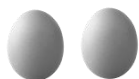
F

☐☐☐☐☐

II – Vocabulary

A. Label the pictures with the words in the box.

pineapple wine bread broccoli carrots coffee grapes eggs water peas



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

III – Grammar

A. Circle the correct option.

1. I **like** / **likes** vegetables but I **don't** / **doesn't** like peas.
2. Jane's brother **like** / **likes** ham sandwiches but he **don't** / **doesn't** like fish.
3. What food **do** / **does** you **like** / **likes** for breakfast?
4. My parents **don't** / **doesn't** like pizza very much but they **like** / **likes** pasta a lot.
5. **Do** / **Does** Sarah **like** / **likes** soup? No, she **don't** / **doesn't**.

B. Write sentences with the verb to like.

1. Jessie / not like / cauliflower / . _____
2. Robert / like / hot chocolate / . _____
3. your sisters / like / pancakes / ? _____
4. Kids / not like / fish / very much / . _____
5. Melinda / like / cupcakes / ? _____

C. True (T) or False (F)?

1. There are some grapes.
2. There aren't any strawberries.
3. There aren't any apples.
4. There isn't any chicken.
5. There are some eggs.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



IV – Writing

This is Lydia, Jane's sister. Write about the food and drinks Lydia likes and doesn't like.

	😊	😞
For breakfast	cereal / fruit / apple juice	coffee / bacon
For lunch	chicken / rice	hamburger
	To drink: water	coke (yucky!)
	For dessert: pears / bananas	cupcakes
For dinner	grilled fish / vegetables	pizza
	To drink: orange juice	lemonade
	For dessert: ice cream (yummy)	melon



For **breakfast** Lydia likes (1) _____, fruit and (2) _____. She (3) _____ coffee or bacon.

For **lunch** she likes (4) _____ and (5) _____ but she doesn't like (6) _____. To drink she likes (7) _____ but she (8) _____ coke because it's (9) _____. For dessert she (10) _____ pears or (11) _____ but she doesn't like (12) _____.

For **dinner** she (13) _____ grilled fish and (14) _____ but she (15) _____ pizza. To drink she likes (16) _____ but she doesn't like (17) _____. For dessert she (18) _____ ice cream because it's (19) _____ but she (20) _____ melon.

Unit 4 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	A. Seleção de informação	10 x 5 = 50	Certo / Errado
		B. Seleção de informação	5 x 5 = 25	Certo / Errado
		C. Completamento de espaços	5 x 5 = 25	Certo / Errado
			Total: 100	

Unit 4 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	I B. Verdadeiro / falso (com correção das afirmações falsas)	Afirmações verdadeiras e sem referência: 2 x 1 = 2 (B. 2; B. 4) Afirmações falsas 3 x 2 = 6 (B. 1; B. 3; B. 5) 5 x 3 = 15	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (diferentes tipos de alimentos)		II Legendagem de imagens	10 x 2 = 20	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to like; some and any</i>)		III A. Completamento de espaços B. Construção de frases C. Completamento de espaços	11 x 2 = 22 5 x 2 = 10 5 x 1 = 5	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (a partir de informação dada)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 4 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Crítérios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	I A. Preenchimento de tabela B. Verdadeiro / falso	10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (diferentes tipos de alimentos)		II Legendagem de imagens	10 x 2 = 20	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to like; some and any</i>)		III A. Seleção de informação B. Construção de frases C. Verdadeiro / falso	10 x 2 = 20 5 x 2 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (a partir de informação dada)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 5 Listening Test

Name _____ No. _____ Class _____ Date _____
 Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Jake and tick (✓) the correct answer. CD 3 Track 23

1. Jake gets up at

- a. half past seven. ☐
- b. quarter to eight. ☐
- c. quarter past seven. ☐

2. His lessons begin at

- a. quarter to seven. ☐
- b. quarter to eight. ☐
- c. quarter past eight. ☐

3. He has lunch at

- a. home. ☐
- b. school. ☐
- c. the restaurant. ☐



B. Part 1. Listen again. Fill in the table with Jake's daily routine.

 CD 3 Track 23

In the morning	In the afternoon	In the evening
<i>get up</i>		<i>have dinner</i>
	<i>go to football practice</i>	
	<i>go back home</i>	
<i>have lessons</i>		

C. Part 2. Listen and fill in the blanks. CD 3 Track 24

Jason (1)_____ sports very much. In his (2)_____ time he plays volleyball and he (3)_____ gymnastics. On (4)_____ and (5)_____ he goes (6)_____. His best friend, Ryan, likes (7)_____ to music. He has piano lessons because he likes music very much. At the weekend they (8)_____ go to concerts.

Unit 5 My routine

Daily routine / Present Simple / Adverbs of frequency / Connectors /
Personal pronouns (object)

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Ryan's routine

Ryan Burton is ten years old and he is a rugby player.

He gets up at half past seven every day. He has a shower, gets dressed and makes his bed. Then he has breakfast with his brother, Tom, and his parents. After
5 breakfast Ryan and Tom go to school. Their lessons start at twenty past eight. They have four lessons in the morning. At one o'clock they go back home to have lunch.

In the afternoon Tom has swimming lessons and
10 Ryan goes to rugby practice. He plays on Tuesdays, Thursdays and Fridays.

Before dinner he does his homework and he walks his dog. Ryan and Tom go to bed at quarter to ten.

On Saturday he always has a rugby match. After the
15 match he usually visits his best friend, George. They play video games or watch a film.



B. Are the sentences True (T) or False (F)? Correct the false ones.

1. Ryan doesn't play any sport.

T	F
☐	☐

2. Before going to school, he makes his bed.

☐	☐
--------------------------	--------------------------

3. He has breakfast with his family.

☐	☐
--------------------------	--------------------------

4. He has lunch in the school canteen.

☐	☐
--------------------------	--------------------------

5. He plays rugby every day.

☐	☐
--------------------------	--------------------------

C. Answer the questions.

1. How old is Ryan?

2. What time does he get up?

3. How many lessons do Ryan and Tom have in the morning?

4. Does Ryan play rugby on Mondays?

5. When does he do his homework?

6. What does he do after the rugby match?

II – Vocabulary

A. What are these daily activities?



1. _____



2. _____



3. _____



4. _____

B. What time is it?



1. _____



2. _____

III – Grammar

A. Ask questions for the words in bold.

1. _____ ? **Yes, he does.** Ryan plays rugby.

2. _____ ? Their lessons start **at 8.20.**

3. _____ ? He goes to rugby practice **in the afternoon.**

B. Put the verbs in brackets in the Present Simple.

1. Ryan _____ (**not play**) rugby on Saturdays.
2. What time _____ Ryan's parents _____ (**get up**)? At 7 o'clock.
3. Ryan and Tom _____ (**not go**) to school in the afternoon.
4. _____ he usually _____ (**do**) his homework after dinner?
No, he _____.

C. Write the words in the correct order.

1. **Ryan and Tom** / at the park / their / walk / sometimes / dog / .

2. always / **Ryan** / has / at home / lunch / .

3. is / at home / usually / **Mrs Burton** / at 6 o'clock / .

D. Complete with the correct connector: *but, so, because or or*. There are two extra.

1. In the afternoon Tom watches TV _____ plays with his dog.
2. On Saturday morning Ryan doesn't study _____ he has rugby matches.

E. Complete with the correct personal pronoun (object).

1. Ryan plays rugby with his friends. He plays with _____.
2. We go surfing. Come with _____!
3. Their dog is very friendly. Look at _____!

IV – Writing

A. Write about your daily routine.

My day

I get up _____

Unit 5 My routine

Daily routine / Present Simple / Adverbs of frequency / Connectors / Personal pronouns (object)

B

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Ryan's routine

Ryan Burton is ten years old and he is a rugby player.

He gets up at half past seven every day. He has a shower, gets dressed and makes his bed. Then he has breakfast with his brother, Tom, and his parents. After
5 breakfast Ryan and Tom go to school. Their lessons start at twenty past eight. They have four lessons in the morning. At one o'clock they go back home to have lunch.

In the afternoon Tom has swimming lessons and
10 Ryan goes to rugby practice. He plays on Tuesdays, Thursdays and Fridays.

Before dinner he does his homework and he walks his dog. Ryan and Tom go to bed at quarter to ten.

On Saturday he always has a rugby match. After the
15 match he usually visits his best friend, George. They play video games or watch a film.



B. Match the two columns to make true sentences.

- | | | |
|--------------------------|---|--------------------------|
| 1. Ryan plays | • | • a) a pet. |
| 2. Before breakfast | • | • b) at home. |
| 3. He has breakfast | • | • c) 3 times a week. |
| 4. He goes to school | • | • d) rugby. |
| 5. He has lunch | • | • e) Ryan's best friend. |
| 6. He has rugby practice | • | • f) with his family. |
| 7. He has got | • | • g) Ryan makes his bed. |
| 8. George is | • | • h) with his brother |

C. Answer the questions.

1. **What time** does he get up?

He _____ up at _____.

2. **How many** lessons do Ryan and Tom have in the morning?

They _____ lessons in the morning.

3. **Does** Ryan play rugby on Mondays?

_____, he _____. He _____.

4. **When** does he do his homework?

He _____ his homework _____.

5. **What** does he do after the rugby match?

He _____ his friend George and they _____.

II – Vocabulary

A. What are these daily activities?



1. br_____ t_____



2. li_____ to m_____



3. g_____ to _____



4. d_____ h_____

B. What time is it?



1. It's _____



2. It's _____

III – Grammar

A. Ask questions for the words in bold.

1. _____ ? (Ryan /play / rugby)

Yes, he does. Ryan plays rugby.

2. _____ ? (What time / lessons / start)

Their lessons start **at twenty past eight.**

3. _____ ? (When / go / rugby practice)

He goes to rugby practice **in the afternoon.**

B. Put the verbs in brackets in the Present Simple.

1. Ryan _____ (**not play**) rugby on Saturdays.
2. What time _____ Ryan's parents _____ (**get up**)? At 7 o'clock.
3. Ryan and Tom _____ (**not go**) to school in the afternoon.
4. _____ he usually _____ (**do**) his homework after dinner?
No, he _____.

C. Insert the adverbs of frequency in the correct place.

1. Ryan and Tom walk their dog at the park. (**sometimes**)

2. Ryan has lunch at home. (**always**)

3. Mrs Burton is at home at 6 o'clock. (**usually**)

D. Choose the correct option.

1. In the afternoon Tom watches TV **but / or** plays with his dog.
2. On Saturday morning Ryan doesn't study **because / and** he has rugby matches.

E. Complete with the correct personal pronoun (object): *us, them, it*.

1. Ryan plays rugby with his friends. He plays with _____.
2. We go surfing. Come with _____!
3. Their dog is very friendly. Look at _____!

IV – Writing

Write about your daily routine. Choose the actions in the box.

get up have a shower get dressed have breakfast got to school
have lunch do homework have dinner go to bed

My day

I get up _____

Listening Test Unit 5

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	A. Seleção de informação B. Preenchimento de tabela C. Seleção de informação	3 x 6 = 18	Certo / Errado
			6 x 7 = 42	Certo / Errado
			8 x 5 = 40	Certo / Errado
			Total: 100	

Unit 5 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Crítérios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I B. Verdadeiro / falso (com correção das afirmações falsas)	Afirmações verdadeiras e sem referência 2 x 2 = 4 (B. 2; B. 3) Afirmações falsas 3 x 4 = 12 (B. 1; B. 4; B. 5)	Certo / Errado Certo / Parcialmente
		C. Respostas a perguntas sobre o texto	6 x 3 = 18	Certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (rotinas diárias e atividades de tempos livres)		II A. Legendagem de imagens B. Resposta a perguntas	4 x 2 = 8 2 x 2 = 4	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (Present Simple; adverbs of frequency; connectors; personal pronouns – object)		III A. Completamento de frases B. Preenchimento de espaços C. Ordenação de palavras D. Preenchimento de espaços E. Preenchimento de espaços	3 x 3 = 9	Certo / Errado
			5 x 2 = 10	Certo / Errado
			3 x 1 = 3	Certo / Errado
		2 x 3 = 6	Certo / Errado	
		3 x 2 = 6	Certo / Errado	
• Produzir um texto simples (Descrever uma imagem)	IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)	
				Total: 100

Unit 5 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I A. Correspondência B. Respostas a perguntas sobre o texto	8 x 2 = 16 5 x 4 = 20	Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (rotinas diárias e atividades de tempos livres)		II B. Legendagem de imagens C. Resposta a perguntas	4 x 2 = 8 2 x 1 = 2	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>Present Simple; adverbs of frequency; connectors; personal pronouns – object</i>)		III A. Completamento de frases B. Preenchimento de espaços C. Completamento de frases D. Seleção E. Preenchimento de espaços	3 x 3 = 9 5 x 2 = 10 3 x 1 = 3 2 x 3 = 6 3 x 2 = 6	Certo / Errado Certo / Errado Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (Descrever uma imagem)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)